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ABSTRACT

An evaluation was done of the New York City Public Schools' Asian and Arabic Mediated Enrichment Resource and Instructional Career Awareness Program (Project AMERICA). During the 1990-91 school year, Project AMERICA operated at 2 high schools (Lafayette High School and Fort Hamilton High School) and served 408 Chinese-speaking Asian immigrant students, an estimated 60 percent of whom lacked all but the most basic literacy skills. The project phased out its Arabic-speaking component in 1989. Project AMERICA students received academic and career counseling as well as instruction in English as a Second Language (ESL), native language arts (NLA), and content area subjects taught bilingually or with an ESL methodology. The project also provided support services and activities for staff development, curriculum development, and parental involvement. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that the project was fully implemented and met its objectives for NLA, attendance, counseling and career advisement, career education, cultural field trips, parental involvement, and staff development. It met its objective for content area subjects in the spring for all subjects, an improvement over the fall when it did not meet the objective in science and mathematics. It met the dropout prevention objective at only one site. The project failed to meet objectives for ESL, attitude toward school, and attitude toward cultural heritage. (JB)

ED346223

OREA Report

Asian and Arabic Mediated Enrichment
Resource and Instructional Career Awareness
(PROJECT AMERICA)
Grant Number: G008710397
1990-91

FINAL EVALUATION PROFILE

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Resource and Instructional Career Awareness
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1990-91

FINAL EVALUATION PROFILE

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7/26/91

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in the Appendix following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

ASIAN AND ARABIC MEDIATED ENRICHMENT RESOURCE AND INSTRUCTIONAL CAREER AWARENESS (Project AMERICA)

Grant Number: G008710397

1990-91

EXTRACT

PROJECT DIRECTOR: Tim Law

FUNDING CYCLE: Year 4 of 5

SITES

School	Borough	Enrollment*	
		(fall)	*(spring)*
Lafayette High School	Brooklyn	124	144
Fort Hamilton High School	Brooklyn	252	260

*The project enrolled 408 students (10 less than in the previous year), serving 376 in the fall and 404 in the spring.

STUDENT BACKGROUND

Native Language	Number of Students		Countries of Origin	Number of Students
Chinese		391	China, People's Republic of	330
Cantonese	371		Hong Kong	51
Mandarin	14		Vietnam	12
Other	6		Other countries	15
Vietnamese		5		
Other languages		12		

The project phased out its Arabic-speaking component in 1989 with official approval.

Mean Years of Education in Native Country: 7.3; in the United States: 2.6

Percentage of Students Eligible for Free Lunch Program: 96.1

The director estimated that 60 percent of the students entering the program lacked all but the most basic literacy skills. Those arriving from rural areas of China faced major adjustments and usually had very limited schooling. After-school responsibilities were not a significant problem: while a few students held weekend jobs, most devoted themselves full time to their studies. Parents, however, were likely to be overextended and acculturated to a hands-off role in children's education.

ADMISSION CRITERIA

The project admitted students who scored at or below the 40th percentile on the Language Assessment Battery (LAB). Project staff also took into account teachers' recommendations, students' foreign transcripts, and eligibility for remediation under Pupils with Compensatory Educational Needs (P.C.E.N.) funding.

PROGRAMMING

Features

Chinese-speaking students of limited English proficiency (LEP) received academic and career counseling as well as instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and content area subjects taught bilingually or with an E.S.L. methodology. The project also provided support services and activities for staff development, curriculum development, and parental involvement.

Strengths and Limitations

Project staff took pride in the success of recent graduates of the project: this year, one senior ranked tenth in a citywide mathematics competition and another won first prize for her entry in a citywide fashion design contest. The director said that in the year under review the program continued to ease Chinese-speaking students' transition to life in the United States and helped the schools communicate with families and community organizations.

CONCLUSIONS AND RECOMMENDATIONS

Project AMERICA was fully implemented. It met its objectives for N.L.A., attendance, counseling and career advisement, career education, cultural field trips, parental involvement, and staff development. It met its objective for content area subjects in the spring for all subjects, an improvement over the fall when it did not meet the objective in science and mathematics. It met the dropout prevention objective at only one site. The project failed to meet objectives for E.S.L., attitude toward school, and attitude toward cultural heritage.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Ascertain why the E.S.L. objective was not met.
- Explore reasons why the objectives for attitude toward school and toward cultural heritage were not met.
- Strengthen dropout prevention activities at Fort Hamilton High School.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 5)

Title	Degree	Language Competencies	Title VII Funding
Project Director	M.S., M.A., B.Ed., P.D.	Mandarin, Cantonese, Hakka, Toishian	Full time
Bil. Career Res. Specialist	M.A.	Cantonese, Mandarin	Part time
Bil. Career Res. Specialist	M.A.	Cantonese, Mandarin	Part time
Paraprofessional	High School	Cantonese, Mandarin	Full time
Paraprofessional	B.A.	Mandarin; some Cantonese	Full time

Other Staff Working with Project Students

Lafayette High School:

Titles		Degrees		Certifications		Teaching/Communicative Proficiencies (TP, CP)*
Teacher	13	M.A.	12	E.S.L.	2	Chinese TP 4
Counselor	3	B.A.	1	Science	2	
Soc. Worker	1			Soc. Studies	3	
College Advisor	1			Mathematics	5	
				Chinese	1	

Project did not report educational degrees or professional licenses of support staff at Lafayette High School.

Fort Hamilton High School:

Titles		Degrees		Certifications		Teaching/Communicative Proficiencies (TP, CP)
Supervisor	1	Ph.D.	1	E.S.L.	10	Chinese TP 4, CP 1
Teacher	29	M.A.	24	Spanish	1	
Coordinator	2	B.A.	7	Chinese	1	
Paraprofessional	3			Soc. Studies	5	
				Science	3	
				Mathematics	1	
				T.P.D. (E.S.L.)	8	

Three teachers were not certified in the area in which they taught.

*Teaching Proficiency (TP): Competent to teach in this language.
Communicative Proficiency (CP): Conversational capability only.

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Periods of Instruction Weekly

	Beginning	Intermediate	Advanced	Transitional
Lafayette High School	10	15	10	5
Fort Hamilton High School	15	10	10	5

When a paraprofessional was available, individual instruction was given in class. Paraprofessionals also offered tutoring after school. For a list of instructional materials, see Appendix B.

- Seventy percent of the targeted students will demonstrate a statistically significant gain in English language proficiency.

Evaluation Instrument: Language Assessment Battery*

Pretest: March 1990; posttest: March 1991

Number of students for whom pre- and posttest data were reported: 269

Percentage of students showing gain: 52.8

Project did not meet objective.

Native Language Arts (N.L.A.)

Both sites offered Chinese N.L.A. instruction at the beginning and intermediate levels. An advanced course was available at Lafayette High School in the spring and at Fort Hamilton High School both semesters. All N.L.A. courses provided five periods of instruction per week. The project provided individualized or small-group instruction whenever paraprofessionals were available.

- Seventy-five percent of targeted students will increase in Chinese language achievement.

Evaluation Indicator: Final course grades.

Of the 220 students who enrolled in Chinese N.L.A. in the fall semester, 87.3 percent received passing grades. Of the 218 students who enrolled in the spring, 81.2 percent passed.

Project met objective.

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*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Content Area Subjects

Mathematics, science, and social studies at Fort Hamilton High School included some courses taught bilingually in Chinese and English and others taught with an E.S.L. methodology. Students took courses in health education with an E.S.L. methodology.

At Lafayette High School, students learned science and social studies bilingually and mathematics with an E.S.L. methodology.

At both schools, all content area courses provided five periods of instruction per week. For a list of instructional materials, see Appendix B.

- Seventy percent of the targeted students will score at or above the 65 percent passing criterion in the content area subjects of Mathematics, Social Studies, and Science.

Evaluation Indicator: Final course grades.

Passing Grades in Content Area Subjects

	Fall		Spring	
	Total Number	Percentage	Total Number	Percentage
Mathematics	297	66.7	354	70.3
Science	222	68.0	232	77.6
Social studies	292	75.3	341	80.6

Students met the objective in social studies in the fall and in all subjects in the spring.

Project partially met objective.

Attendance

When a project student began to cut classes, the resource teacher (in consultation with the school guidance counselor) contacted the student's parents and arranged for them to meet with project staff.

- Project students' attendance rate will be significantly higher than that of mainstream students.

Attendance Rates

School	Project Students' Rate	Mainstream Students' Rate	Percent Difference
Lafayette High School	92.2	76.7	20.2*
Fort Hamilton High School	95.5	80.4	18.8*

*$p<.05$

Project met objective.

Dropout Prevention

The project director intervened with parents when students complained of difficulties at home that interfered with their studies.

- Program students will have a significantly lower dropout rate than similar non-program students.

Dropout Rates

School	Project Students' Rate	Mainstream Students' Rate	Percent Difference
Lafayette High School	0.0	8.5	-100.0*
Fort Hamilton High School	8.0	9.5	-15.8

*$p<.05$

Project met objective at Lafayette High School only.

Counseling and Career Advisement

- All graduating program students will meet with the bilingual career specialist for advisement at least three times during the school year.

Project staff reported that every graduating student met at least three times with the bilingual career resource specialist and received advisement concerning college applications and related issues.

Project met objective.

Career Education

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skill requirements.

In conjunction with other Title VII central programs serving Asian-American students, Project AMERICA sponsored a Career Day held at the Brooklyn campus of Long Island University. The conference offered 17 workshops presenting the typical experiences and skills required of professionals in 13 fields of business or government service.

In addition, at Fort Hamilton High School, project staff invited representatives of the Chinese Planning Council (a community-based organization) to make a presentation about job interviews.

Project met objective.

Cultural Field Trips

- The program will organize at least two field trips to historical museums, the United Nations, the White House, etc., to increase familiarity of all LEP students with American culture and citizenship.

At each site, project students made at least one visit to a local attraction and one trip to another city. Local visits were to the United Nations, the West Point Museum, and the Statue of Liberty; the longer trips were to Philadelphia, Boston, and Washington, D.C.

Project met objective.

Attitude Toward School

- Seventy-five percent of project students will demonstrate improvement in attitude toward school by at least one scale unit on a five-point scale.

OREA received 160 student questionnaires, of which only 51.2 percent showed an improvement in attitude toward school of one or more scale points.

Project did not meet objective.

Attitude Toward Cultural Heritage

In conjunction with other Title VII programs, the project sponsored a conference on bilingual education for students and their parents at a church serving the Chinese immigrant community. A major theme of the conference was the importance of preserving one's heritage. Many project students also participated in a spring conference at the Chinese Consolidated Benevolent Association in Chinatown.

- Seventy-five percent of project students will demonstrate improvement in attitude toward cultural heritage by at least one scale unit on a five point scale.

OREA received 160 student questionnaires, of which 51.9 percent showed an improvement in attitude toward cultural heritage of one or more scale points.

Project did not meet objective.

Other Instructional Activities

Elementary keyboarding was offered at Fort Hamilton High School.

Members of the Chinatown Planning Council and Project Reach Youth, as well as students in the Liberty Partnership (a program sponsored by Kingsborough College and Staten Island College), provided tutoring in various subjects during and after school hours.

Staff Development

- Ninety percent of program staff members will enroll in and complete one college or university course each semester.

All five Title VII-funded staff members took university courses both semesters. The project also paid tuition for nine teachers of participating students.

Project met objective.

Staff Awareness

At Fort Hamilton High School, 200 members of the faculty attended a staff awareness day on the topic of cultural awareness, with special reference to the problems that Asian students face.

- Eighty percent of program staff will improve at least one scale point or more in awareness of pupil needs and problems.

The project did not supply OREA with the information necessary to evaluate this objective.

OREA could not evaluate objective.

Parental Involvement

The Title VII resource specialist at each school conducted a weekly E.S.L. class for about twenty parents.

- The proportion of program parents attending Open School Day/Evening will be equal to or greater than the proportion of mainstream parents attending this activity.

Parental Involvement Rates

School	Project Students' Parents Rate	Mainstream Students' Rate
Lafayette High School	80.0	64.3
Fort Hamilton High School	88.8	84.8

A greater proportion of project students' than mainstream students' parents attended Open School Day/Evening.

Project met objective.

Curriculum Development

Project staff developed a supplementary Chinese text for biology. Project AMERICA did not pose any objectives for curriculum development in the current year.

STUDENTS WITH SPECIAL ACADEMIC NEEDS

	Number of Students	Percentage
Referred to special education:	0	0.0
Referred to remedial programs:	0	0.0
Referred to gifted and talented programs:	0	0.0
Retained in grade:	20	4.9

The project did not refer any students to special education. If a student had difficulty learning, project staff preferred to work intensively with that student in the program.

Gifted students were eligible for the after-school enrichment program operating at both sites. This included a mathematics team and advanced E.S.L. workshops. The director reported that from 10 to 20 project students participated in this program at each school.

MAINSTREAMING

Ten students (2.5 percent of participants) were mainstreamed.

Academic Achievement of Former Project Students in Mainstream

Twenty-six of the previous year's participants were mainstreamed. Their subsequent performance is presented below:

Mainstream Subject	Students Enrolled	Students Achieving Passing Grades
English	14	11 (78.6 percent)
Mathematics	14	11 (78.6 percent)
Science	13	11 (84.6 percent)
Social Studies	13	10 (76.9 percent)
Business/Vocational	1	0 (0.0 percent)

CASE HISTORY

Joseph W. entered the program in 1987 with a good Chinese education but almost no knowledge of English. Recognizing the ability and ambition this student brought to his bilingual classes, the project director took several small steps to help Joseph succeed. He met with his parents and recommended tapes and workbooks with which Joseph could study English on his own, located a library close to his home, and explained how he could call the United Federation of Teachers' (U.F.T.'s) homework assistance line. Joseph attended an after-school program at Lafayette High School and took weekend English classes offered by churches and other organizations in his community. He won a scholarship to the Cooper Union Institute, where he is majoring in architecture and keeps the project director informed of his progress.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test. The level of significance is set at .05 for all tests.

APPENDIX B

Instructional Materials

English as a Second Language:

English with a Smile 1 and 2	D. Krulik, B. Zaffran	National Textbook Co.
Side By Side I-IV		Prentice Hall
Elementary Composition Book		Newbury
Contact U.S.A.		Prentice Hall
From Sea to Shining Sea		Prentice Hall
From Process to Product		Prentice Hall
New Horizons in English 1,2, and 3	L. Mellgren, M. Walker	Addison Wesley
R.S.V.P.	N. Lewis	Amsco School Publications

Native Language Arts:

Chinese Language Arts 1, 2, and 3	Byounghye Chang	Evaluation, Dissemination, and Assessment Center (Lesley College)
Chinese Step-By-Step	G.T. Wang	Addison Wesley

Social Studies:

Unfinished Journey: A World History	M. Perry	Houghton, Mifflin
People and Our World: A Study of World History	A. Kownslar, T. Smart	Holt, Rinehart, and Winston
World History: Perspectives on the Past	Jantzen, Neill, Krieger	D. C. Heath and Co.
Civics, Citizens, and Society	A. Kownslar, T. Smart	McGraw-Hill
Government and You	Killoran, Zimmer, Fischer	Amsco
Triumph of the American Nation	L. Todd, M. Curti	Harcourt, Brace, Jovanovich
Economics for Everybody		Amsco
Exploring Our Nation's History	J. O'Connor	
Exploring the Non-Western World	M. Schwartz, J. O'Connor	

Science:

Concepts and Challenges in Physical Science	S. Wolfe	Globe
Modern Concepts in Physics	Weissman	Oxford
Pathways in Biology	J. Oxenhorn	Globe
Physical Science		D. C. Heath and Co.

Mathematics:

Integrated Mathematics I, II, and III	Dressler & Keenan	Amsco
Concepts and Applications: Key Ideas in Mathematics		Harcourt, Brace, Jovanovich